



Brook Day Nursery

Inspection report for early years provision

Unique Reference Number	EY286733
Inspection date	13 July 2005
Inspector	Paula Durrant
Setting Address	Sharnbrook Upper School, Odell Road, Sharnbrook, Bedford, Bedfordshire, MK44 1JL
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Registered person	Sharnbrook Upper School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Brook Day Nursery opened in 1998 and was registered by Ofsted in January 2005. It operates from a Portacabin located within the grounds of Sharnbrook Upper school. The nursery comprises of two base rooms, with a separate sleep area for children requiring undisturbed sleep. A maximum of 24 children may attend the nursery at any one time. The nursery is open five days a week during term time only. Opening times are Monday to Thursday 08:00 to 17:00 and Friday 08:00 to 16:30.

There are currently 22 children from 0 to under 5 years on roll. Of these, 5 receive funding for nursery education. Children in attendance are from the local village and surrounding areas. The nursery have systems in place to support children with special needs and who speak English as an additional language.

The nursery employ three full time staff and two part time staff. Four of the staff have an early years qualification and one staff member is currently working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good personal hygiene through well-planned daily activities. Older children know when to wash their hands and do so without prompt. For example, prior to eating, after using the bathroom and before starting a cooking activity. However, children do not learn about 'germs'. Excellent procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing sustain high levels of hygiene and help prevent the spread of infection. Children play an active part in learning about healthy living. They contribute to the 'Healthy Award' scheme as they engage in discussions about good and bad foods and participate in practical activities, such as, growing vegetables. Children are keen to talk about the radishes that they have grown in the newly established vegetable patch.

Children benefit from a healthy diet. The nursery work in partnership with the school and parents to provide an optional choice of either a cooked meal on site or a packed lunch provided by carers. The nursery have circulated literature to parents to guide the provision of foods that maintain children's good health. Children receive a nutritionally balanced main meal and varied healthy options for their snack, such as, a choice of fresh fruit; breads; crackers; pulses and raw vegetables. These comply with all special dietary requirements to ensure children remain healthy. Younger children access drinks regularly while older children help themselves to water from a water fountain throughout the day.

Staff use the Birth to three matters guidance well to provide a good range of physical play experiences for babies. Children have good access to the garden. However, current provision of suitably challenging resources for older children, restricts progression of physical skills. All children are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very clean, well maintained environment. The good organisation of well maintained toys and equipment means children can move around safely and freely to independently access available resources from tables, trays, wall

mounted containers and low level storage units.

Practitioners help keep children safe in the nursery because they fully understand and comply with health and safety requirements. Detailed risk assessments and daily checks ensure the suitability and safety of the premises. However, some areas of the environment, such as the garden are not identified as a potential hazard and staff do not monitor accidental injuries to re-access practice. Children actively learn about staying safe as they talk about the weather and protection from the sun. Children know to wear hats and to have sun cream applied when the sun is shining. Children remain protected from harmful sun rays as staff are vigilant in their practice, adhering to the written policy. Although children have free-flow access between the indoor and outdoor areas, staff monitor the length of time children spend in the sunshine. Younger, non mobile children stay safe in the sun because staff create sufficient levels of shade. For example a gazebo and 'sun sail' was prepared, prior to children having access to the garden.

Staff protect children well. Strong recruitment and induction procedures ensure that adults are suitable to work with children. This includes experience, training and vetting checks. Children remain the primary focus of care in this well organised and managed setting. Staff are vigilant in their practice and are confident in their knowledge of child protection, reporting concerns appropriately. Open relationships between home and nursery ensure that children's needs remain priority. The child protection coordinator ensures that procedures are up to date and that staff understand their responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and make good progress in learning, leisure and personal development because practitioners are confident, enthusiastic and knowledgeable in their childcare practice. Staff effectively use the Birth to three matters guidance to underpin the foundations of the educational programme. Extended planning for older children, builds on the Foundation Stage Curriculum as a supplementary layer, which interlinks positively with children's progression and achievement. Children under two-years old are very articulate, due to the positive interaction and staff engagement in conversations. For example, younger children are adept at using 'Makaton' signing to enhance their communication skills. Practitioners encourage and build children's vocabulary through constant praise and recognition. They maintain their skills through regular training opportunities and access to supportive literature.

Nursery Education

The quality of teaching is good. Practitioners have a sound knowledge of the Foundation Stage. Highly detailed plans provide an overall balanced across all six areas of learning. Children access a broad range of practical activities, which are well-planned and exceptionally well executed. Children enjoy and excel in their learning due to the innovative organisation and preparation of interesting and absorbing practical activities. For example, children build on their own life experiences as they deepen their knowledge of the wider world in the current travel

topic. Children participated in packing a suitcase in readiness for their holiday, talking about previous trips away from home, such as visiting grandma. They made a camp fire; used their imagination in role play in a tent; made marks with meaning in a camp journal and learnt about other cultures through creative development making a Mexican piñata.

Children's achievement is clearly linked to the stepping stones. Staff use on-going observations well to plan the next steps for their learning. Skilful use of observation and assessment means that all children are challenged appropriately. Staff carefully adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children.

Children have regular opportunities to access reading materials; mark make for a purpose; count; problem solve; develop a sense of belonging; learn about the world around them; design their own creations; sing; move to music; develop a sense of space; use a range of tools and equipment, however, limited emphasis is given towards the frequency of teaching children about their bodies and the changes and effects when they are active which restricts their understanding of keeping themselves healthy.

Helping children make a positive contribution

The provision is good.

Children from a variety of ethnic backgrounds and children with special needs are warmly welcomed in the nursery. Practitioners ensure that the resources positively represent the children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others. Children are extremely well behaved, and very polite in response to the consistent expectations of caring practitioners. The manager ensures that a warm welcoming and homely environment is provided, prioritising the welfare of the children in attendance. Children take turns and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

Practitioners are conscientious and welcoming to parental input. There is a wealth of information which is easily accessible which includes general care and educational literature. Parents value the openness and honesty of staff. This supports the appropriate sharing of information in sensitive situations. Parents are highly complimentary about the level of service provided.

Staff encourage parents to actively contribute towards individual assessment records. Therefore, children benefit from a two way sharing of information between parents and practitioners to enhance their learning. This underpins their progress in the nursery and consequently their ability to fully contribute to the provision. The nursery effectively communicates and fully shares literature and information about the educational provision and therefore the partnership with parents of children who receive nursery education is good.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. A strong management team, sound and detailed documentation and a committed and dedicated staff team ensure that children benefit and enjoy their time at this provision. A majority of the staff are qualified and those that do not hold a childcare qualification are actively pursuing training. All staff demonstrate a real affinity with children. They respect children's feelings, value their comments and overall enjoy their company.

Although the nursery is new to the Foundation Stage Curriculum, planning systems are superb. The three tier planning system is very detailed and ensures a clear focus to secure and progress children's learning, however plans do not provide sufficient detail to guide staff in the extension of children's physical skills and health awareness. Overall, the provision meets the needs of all children who attend.

Improvements since the last inspection

This is the nurseries first inspection.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop risk assessments to ensure that all areas of the premises are appropriately identified; this refers to the outdoor play area and monitoring of accidental injuries

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further extend opportunities for children to develop their physical skills through the provision of increased levels of challenge in activities and give greater emphasis to health awareness

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